Enclosure 4b March 5, 2019 THE ROAD TO UNIVERSAL PRE-K IN RHODE ISLAND 2019 🙏



Improving Rhode Island Educational Outcomes through Universal Pre-K

OUTCOME

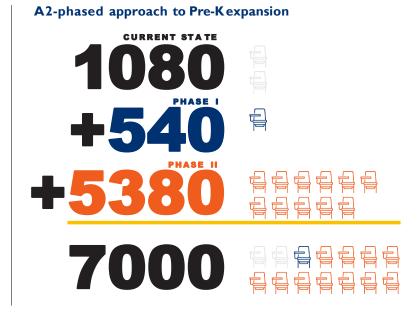
□ **Double** 3rd grade reading proficiency by 2025

OUTPUT

Expand access to high-quality Pre-K by adding nearly 6,000 seats to achieve Universal Pre-K

OBJECTIVES

- □ **Maintain** high quality
- Employ a mixed-delivery model of classrooms in public schools, child care centers, and Head Start centers
- □ **Enhance** the birth-to-5-year-old system







Defining High QualityPre-K

SCHOOL YEAR: 6 HOURS/DAY, 180 DAYS/YEAR



The Power of Pre-K

FEW STATE POLICIES YIELD AS OVERWHELMING AND OBVIOUS A RETURN ON INVESTMENT AS UNIVERSAL PRE-K:

- Pre-K is the greatest predictor of gains in 3rd grade reading proficiency¹
- High-quality Pre-K has a lasting effect, with persistent boosts in socio-emotional skills and later-life effects²
- Pre-K is most advantageous to those most in need, including ELLs, children with disabilities, and children in poverty²
- Pre-K returns a range of \$2 to \$17 per dollar invested^{3*}

Long-term economic benefits of Pre-K

LESS need for special education services



GREATER high school graduation rates



HIGHER career earnings



LOWER adult incarceration rate



NOTES

^{*}Return calculated using present discounted value (PDV).

^{1.}Center for Public Education. http://www.centerforpubliceducation.org/research/starting-out-right-pre-k-and-kindergarten. Accessed 1/14/2019.

^{2.} Heckman. http://heckmanequation.org/resource/early-childhood-education-quality-and-access-pay-off/. Accessed 1/14/2019.

^{3.} Karoly, L. The economic returns to early childhood education. https://files.eric.ed.gov/fulltext/EJ1118537.pdf. Accessed 1/14/2019. ELLs, English language learners.

The Current State of Pre-K in Rhode Island

PASTACCOMPLISHMENTS

- □ Race to the Top Expansion
- □ Preschool Development Grant
- ☐ Tiered reimbursement for child care rates, based on quality

COLLABORATION

- **State agencies:** Identify and engage ways to serve high needs students
- Outside agencies: Measure quality, provideprofessional development and technical assistance (RI KIDS Count, BrightStars, CELP)

COMMITMENT TO QUALITY

☐ As a result of our collective effort and engagement to date, Rhode Island is one of only 3 states to meet all 10 NIEER requirements

CURRENT STATE: Amixed-delivery model helps ensure equitable access to Pre-K across the state













PHASE 1:2019-2020

INITIATIVES

- Add new Pre-K classrooms in public schools, Head Start Centers, and child care centers
- Allow current Pre-K classrooms to serve up to 20 students where appropriate
- Provide Head Start expansion grants to convert half-day to full-day and improve quality
- Invest in existing CCAP providers to match quality standards to state Pre-K standards

ENABLERS

- Utilize resources from CCAP Tiered Reimbursement
- Implement a Kindergarten readiness inventory that is calibrated and meaningful across the state
- **Expand** BrightStars capacity
- Maximize 2018 federal PDG funding
- Lay the groundwork for Phase II





Summarizing Phase I Costs and Resources

FUNDING SOURCES	OBJECTIVE	FY 20 DOLLAR AMOUNT
NEW STATE INVESTMENT	 Leverage existing infrastructure to add 540 seats in the 2019-20 school year Prepare for long-term, systemic expansion in subsequent years 	\$4.25M \$10M in new
NEW STATE INVESTMENT	Assume state ownership for sun-setting 2014 PDG scale-up funds	\$5.75M state funding
EXISTING STATE FUNDING	■ Maintain current state funding for existing 1,080 seats	\$6.4M
NEW FEDERAL PRESCHOOL DEVELOPMENT GRANT	Analyze existing birth-to-5-year-old system and strategize for Pre-K expansion and increased quality in early childhood services	\$4.2M



Key Opportunities and Action Items

GROWTH OPPORTUNITY	KEY ACTION ITEMS	
GOVERNANCE	 Design a sustainable system of governance to focus on quality, incorporate core responsibilities of different agencies, and scale to handle oversight of Pre-K classrooms Align quality standards across the mixed-delivery system 	
WORKFORCE	Collaborate with training organizations and employers to support development, training, and continuous improvement of Pre-K directors, teachers, teaching assistants, and other relevant human resources	
FACILITIES	■ Utilize available spaces for Pre-K classrooms, and work with state agencies, local education agencies, child care centers, Head Start centers, and others to build, furnish, and maintain suitable classrooms and outdoor spaces for Pre-K students	
FAMILY ENGAGEMENT	Expand awareness and demand for state Pre-K through coordination of branding, messaging, and messengers	



Next Steps Towards Universal Pre-K

- PHASE I: ADD AT LEAST 540 HIGH-QUALITY SEATS
- PHASE II PLANNING AND EXECUTION
- ONGOING COMMUNITY ENGAGEMENT AND COLLABORATION:
 - □ Education professionals
 - □ State and outside agencies
 - □ Public and private sectors
 - Advocacy partners
 - □ Current and potential providers
 - □ Rhode Island families
 - ☐ Everyone invested in a bright future for Rhode Island and its earliest learners

Governor Raimondo's commitment: Every child deserves a shot at a bright future, and nothing prepares a child for their future better than high-quality education



